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A guide to help plan worthwhile experiences for children which will promote verbal expression and encourage the use of language arts and skills is presented. Juan Bobo is a character from Puerto Rican folklore. He is a popular figure in the elementary school tests used in Puerto Rico, and he has been transported to the lower East Side of New York City. The story has been created with an open ending. The children provide many varied endings for the story and exercise a number of language arts skills. Skill categories, guided reading questions and an aftermatch program of writing an ending for the story are all suggested and planned in detail. Another concern is the teaching of English language patterns to Puerto Rican children. Exercises for producing consonants sounds that are difficult, and teaching sentence forms exercises are suggested. A bibliography including books that may be used for reinforcement of phonics is listed. Extended activities, such as children acting out Juan Bobo and giving a party are used to reinforce the idea of story sequence, to give practice in oral language skills, and to develop conversational skills. Plans for these activities are stated. A vocabulary for Juan Bobo is listed.							
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JUAN BOBO

TEACHER'S GUIDE

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TABLE OF CONTENTS

PREFACE.....	1
SECTION ONE: GUIDED READING	
I. GUIDED READING.....	3
II. WRITING AN ENDING FOR THE STORY.....	7
SECTION TWO: TEACHING ENGLISH LANGUAGE PATTERNS TO PUERTO RICAN CHILDREN	
I. CONSONANT SOUNDS.....	8
II. SENTENCE FORMS.....	12
III. BIBLIOGRAPHY.....	14
SECTION THREE: EXTENDED ACTIVITIES	
I. CHILDREN ACT OUT JUAN BOBO.....	16
II. CHILDREN GIVE A PARTY.....	17
VOCABULARY LIST.....	18

JUAN BOBO.
TEACHER'S GUIDE

PREFACE

Juan Bobo is a character from Puerto Rican folklore. He is a popular figure in the elementary school texts used in Puerto Rico. The children enjoy laughing at his foibles and the fantastic situations in which he invariably finds himself. We have transported Juan Bobo to the lower East Side of New York City.

The purpose of this guide is to help you plan worth-while experiences for children which will promote verbal expression and encourage the use of language arts skills. We believe, moreover, that the story content is particularly well suited to the interests and backgrounds of the children of New York City. Juan Bobo's human qualities should help build the child's emotional response to the story and so make a contribution towards creating lasting reading interests and motives for wider reading.

The story has been created with an open ending, in order to promote maximum verbal expression - both written and oral. It is hoped that the children will want to provide many varied endings for the story, and in so doing, exercise a number of language arts skills.

Technical aspects of vocabulary, sentence length, and structure have been carefully considered. Basal reader lists have been utilized as a check on the complexity of the vocabulary. Language patterns, native to the Spanish speaking child have been taken into account so that the child who is learning English will encounter minimal difficulty. In short, we have tried to write a book which will provide the child with an opportunity for a successful and gratifying reading experience.

We have also suggested a wide range of activities which the teacher can employ with her particular class. It was not our intent that the teacher should try to cover all of the suggested items. Indeed these suggestions are not meant to limit your creative abilities as you plan other challenging activities with the children. The exercises are examples of directed activities which you can use to reinforce and build language arts skills.

Moreover, while this material has been organized to be used in a group reading situation, the authors visualize many other possible uses for the "Juan Bobo" book, such as its use in individualized reading and in a story telling session. Section II of the Teacher's Guide will be useful in developing language arts skills and reading skills regardless of the use to which the "Juan Bobo" story may be put.

SECTION ONE: GUIDED READING

After the teacher has distributed "Juan Bobo" to the class, she will allow the children a few moments in which to look through the pages. She may ask: "How old do you think Juan Bobo is? Where do you think Juan Bobo lives?" etc. She will elicit from the class the fact that Juan Bobo lives in a neighborhood like their own, and that he is Puerto Rican. Some of the children may have heard of Juan Bobo stories before, in Puerto Rican folktales, and they should be encouraged to talk about these stories. Or, if none of the children is familiar with Juan Bobo, the teacher may want to tell them something about him. (See page 4* - Guided Reading Questions)

All the vocabulary in Juan Bobo, with the exception of proper names, conforms to standard 2-2 basal vocabulary lists. The words also fall within the first three of the five-hundred-word categories in A Reading Vocabulary for the Primary Grades, Revised and Enlarged by Arthur I. Gates.

I. GUIDED READING QUESTIONS - Introduction

The following questions can be used at the teachers discretion for reinforcing certain comprehension skills. They may either be written on the blackboard or pursued orally with the children.

The questions in this Teacher's Guide have been divided into eight categories, according to the skill that is being taught. A list of these categories follows.

SKILL CATEGORIES

1. Reading for detail
2. Getting central thought
3. Getting word meaning from context
4. Interpretive skills
5. Anticipatory skills
6. Characterization
7. Plot sequence of events
8. Language:
 - a. metaphor
 - b. simile
 - c. rhythms
 - d. usage

Guided Reading Questions

(Numbers to the left of each question refer to page of text to which questions apply. Numbers to the right of each question refer to specific skill category in key above.)

- Page 1 How does Juan Bobo look....happy, sad, or funny? (6)
What kind of a name is Juan? Who has heard of Juan Bobo? (6)
*(Juan is a Spanish name. The Juan Bobo concept in Puerto Rican literature can be considered here.....Many stories have been written about Juan Bobo. Sometimes he does very silly things and sometimes he behaves just the way you and I do. The authors have "transplanted" Juan Bobo from his native Puerto Rico to the lower east side of New York.)
- pp. 3,4 What is this picture? (apartment house)....Let's see what it says about this. (4)
- pp. 5,6 What is Juan Bobo looking at? (4)
Why is he looking in the mailbox? (4)
- pp. 7,8 What is Juan Bobo doing? (4)
- p. 9 Something different happens now. Let's see what happens.
- p. 10 Why didn't he give all letters to his mother? (4)
How many letters does Juan Bobo get? (4)
Why does he keep the two letters? (1)

- p. 11 How does Juan Bobo look in this picture? (4)
Let's read to find out why. (1)
- p. 12 Address: What do you include in an address? (correct form) for addressing letter. (8d)
Have children write a letter and address it properly as part of extended activity.
Proper form for invitation.....time, place, day, etc..... (8d)
Why is proper form necessary? (8d)
What will Juan Bobo do on Sunday? (5)
Who is Jose? (6)
Do we know anything about Jose yet? (1)
Do we know what he looks like? (1)
No, we know only that he is a friend. (1)
Why is Jose having a party? (Teacher elicits idea that it is a birthday party, since this is never spelled out in text. (1)
- p. 13 Let's read to find out what Juan Bobo said. (5)
- p. 14 Reinforce skills developed on page 12 (8d)
- p. 15 What do you see on this page?
- p. 15 Who is having this party? (1)
When is this party? (1)
When is Jose's party? (1)
Can you be at two places at the same time? (7)
- p. 16 What does Juan Bobo say about two parties?
- p. 17 Why is Sunday marked? (4)
- p. 18 What sentence tells us how Juan Bobo feels? (1)
- p. 19 What is Juan Bobo doing? (4) (He's dressing) Why?
- p. 20 Let's think about a party. What do you like? (5) What does Juan Bobo know about Jose's party? Does he know anything about Uncle Pedro's party? (4)
- p. 20 What do you think Juan Bobo will do? (5)
- p. 21 If Juan Bobo goes to Jose's party can he go to Uncle Pedro's party? (7)
Future tense.....has Juan Bobo gone to a party already? (7)
If he had already gone to a party how would we say it? (8d)
- p. 22 What is Juan Bobo doing? (4)
Why has Juan Bobo changed his mind? (4)
Where is Juan Bobo going? (1)
Does he have far to go? (1)
What do you see in this picture? (4)
Does this look like your neighborhood? (4)
What word tells us that Juan Bobo has changed his mind? (1)

- p. 23 How does Juan Bobo feel? (1)
- p. 24 What is he doing?
- p. 25 Is Juan Bobo walking fast or slow? (4)
- p. 26 "House of Juan" is to be taught as a possessive construction.
- p. 27 What does Juan Bobo see in this picture? (4)
Do you think the party has started already? (4) Why?
- p. 29 What is Juan Bobo not able to see? (1)
Why do you think he doesn't see ice cream? (4)
- p. 30 What is Juan Bobo thinking? (4)
Does he really know what is happening at Uncle Pedro's party? (4)
Discuss the conflict between the known and the unknown as Juan Bobo experiences it. (4)
- p. 31 Is Juan Bobo walking fast or slow? (4)
- p. 32 Why do you think Juan Bobo changed his mind? (4)
Look back, would you change your mind? (6)
The word "back" as a direction opposed to "back" as a part of the body. (3)
- p. 33 "Why is Juan Bobo trying to look into Uncle Pedro's window? (4)
Read sign on store. Discussion of Spanish used here. How do we know it is Uncle Pedro's home? (4)
The words will tell you about the picture and what Juan Bobo thinks.
- p. 34 Why can't Juan Bobo see into Uncle Pedro's house? (4)
What words tell you why he cannot see?
- p. 35 Does Juan Bobo know what he wants to do now?
- p. 36 How would you end this story?

II. WRITING AN ENDING FOR THE STORY

1. After the children have finished the story, the teacher asks: Do we know what happened at the end? Is the story finished? What do you think Juan Bobo did? If we tell what Juan Bobo did, does that end the story?
2. Teacher asks for some of the things Juan Bobo might do; teacher points out that this story can have many endings. As children indicate various endings, teacher writes these on board in simplified language: i.e. "Juan Bobo goes to the party of Uncle Carlos." "Juan Bobo decides to go to Jose's party", etc.
3. Teacher tells class that each child will write his own ending to the Juan Bobo story in his own book. The children are given scratch paper to write out their endings. The emphasis is on organization of thoughts, sequence of events, and a logical conclusion to the story situation. Teacher corrects spelling and English usage as necessary, before children copy their endings into their books.
4. The children make drawings for their endings.
5. When children have finished copying their stories and doing their illustrations, they should have a chance to read their "books" to the group. After this, they should be encouraged to exchange their "books" for silent reading.

SECTION TWO: TEACHING LANGUAGE PATTERNS TO PUERTO RICAN CHILDREN

The following kinds of skills could be developed with reading materials other than "Juan Bobo". The language patterns* (consonant sounds and sentence forms) have been extracted from "Juan Bobo" because they often present special difficulties for Spanish-speaking children. In addition to the exercises presented here, the teacher may wish to use commercial phonics workbooks to reinforce the learning. (See Bibliography)

1. CONSONANT SOUNDS

I. H - here, his, have, happy, house, he-

Aim: Teach initial sound of H

Special problem - H is silent in Spanish

1. Show picture of the house. Compare English H with Spanish J as in Jose.

Ex. Luis is a boy.

Question class to find another way to say same thing.

He is a boy.

Class repeats sentence. Do this substitution with names of a few boys.

2. The laughing game

First child in a row says Ha! Second child says Ha! Ha! Children continue sequence increasing by one. If any child says more than his number, he is out.

3. Ask children to answer "here" at roll call.

4. Children choose one thing from classroom or from inside desk. Hide item inside desk until turn. At turn child says, I have a/an _____. This reviews sound of h in have.

*See Teaching English to Puerto Rican Pupils in Grades 1 & 2, The Puerto Rican Study Board of Education of City of New York, 1954

II. Th - this, the, that-

Aim: Teach diagraph th

Special Problem - Confused with soft d in Spanish.

1. Teacher asks "What class is this?" "What room is this?"
Class repeats answers after teacher: This class is and
This is room
2. Show formation of th sound, tongue between teeth, as in "this". Practice with small mirror can be done alone or with a buddy.
3. Introductions - "This is Maria" etc.
4. Teacher says "This is a pencil." Then teacher asks all children to hold a pencil and say in unison, "This is a pencil." Do with a few objects- books, paper, paper clip.

III. V - very

Aim: To teach initial (sound) consonant v

Special Problem - Confused with b in Spanish.

1. Start with the Spanish word - the name of Victor or word vaca (cow). Children think of other words using v. (Valentine, violin, vase, vest, vine)
2. Use records with prominent v sounds such as "Volare". Class listens to record, then at second hearing raise hands every time V sound is heard.

IV. Y - you, your-

Aim: Teach initial sound of y

Special Problem - Confused with English j.

1. Teacher shows something yellow (banana, paper, ribbon) "Stand-up if you are wearing something yellow", show class and tell.
2. Find something in the room that is yellow.

3. Show yo-yo. If child can say yo-yo, or makes a good try, he may have turn to play with yo-yo.

Later, children may play game in small groups. Child who is "It" says to responder: "Say yo-yo." If child gives correct response, he may have short turn to play with yo-yo and be it.

V. M - come, ice-cream-

Aim: Teach final sound of m

Special Problem - Confused with n by Spanish-speaking children.

1. To introduce m dramatize commercial in which cow says "mmm Milky Way".

Also singing commercial: "MM good! MM good!"

2. Start with words beginning with m sound because Spanish-speaking children know m at beginning or in initial position but not elsewhere in word.

Teacher questions class to derive sentences using m words such as Mother is at home, or My pencil is here. Include words in which m occurs in final sound as ice-cream, home, come, name, etc. Explain that sound of m is found in other parts of words too. Go back to sentences on board.

Extract words ending in sound of m. (See above list: home, etc.) Practice saying sentences. Also find sound of m in Juan Bobo story (ice cream, etc.)

3. Similar to activity for y begin with Spanish words as mama, (mother), malo (bad), mira (look), and Italian song Manana (tomorrow). Also song recorded by Nat (King) Cole "Las Manitas". Progress to words with M at middle or end (come, some, salami, him, drum, Christmas, summer, game, animals, Tom, Thomas, Miquel, Maria.)

I. S - gives, goes, his, is, lives, please, parties, sees, letters-

Aim: Teach final s with sound of z.

Special Problem: Spanish-speakers drop final hard s or change its sound.

S - stops, this, walks, house, looks, likes-

Aim: Teach final s with sound of s.

Special Problem: Spanish-speakers aspirate final soft s.

1. Two final s sounds are prominent in the Juan Bobo story. They are the z sound as in please, and soft s sound as in walks. Children should be encouraged to pronounce these endings correctly, as they are encountered in the story.

Games that can be used in conjunction with teaching phonics and language patterns.

1. Collection of pictures beginning with two different sounds.
Children arrange in the two categories, according to sound.
2. Each child makes an envelope and folds strips of paper into small squares.
Children and teacher list on blackboard words to be used beginning with sound studied. Child copies words onto the slips with one letter per box. Cut on folds. This game should be begun with only two words: others are added as children show competence in arranging their letters to reform the words. Later they may derive additional words from the known words. Also words may be formed without looking at copy on blackboard. Children should not have envelopes for more than one sound in their desks at any one time. (See sample in kit provided).

Variations

Words with missing letters. One child forms word with letter missing. Second child fills in blank. Use pictures from exercise above.

Similar ideas can be used with language patterns. Use envelope and strips of paper. For example: Sentences to be used:

This is Juan Bobo's shirt.

This is Juan Bobo's house.

The party is on Sunday.

Copy each sentence on strip of paper. (Strips can be prepared in advance by teacher). After sentence is copied, cut sentence up into words. Rearrange cut up words into sentences. May be recorded in notebook.

2. SENTENCE FORMS*

The following principles are implicit in the guide for the teaching of the following sentence forms appearing in "Juan Bobo".

1. It is necessary to create or to crystallize upon experiences in which the need for speaking English is present.
2. There is the need to systematically develop automatic control and fluency in the use of natural and accurate English-language patterns.

The following sentence forms have been extracted from "Juan Bobo":

Pattern 1 "This is _____."

The teacher takes a pupil by the hand and introduces him to class.

Ex. "This is John".

John then acts as teacher and introduces other children to the class making sure that "is" is pronounced clearly.

Ex. "This is Juana", etc.

Juana then becomes "Teacher" and the game continues.

*Teaching English to Puerto Rican Pupils in Grades 1 and 2. The Puerto Rican Study Board of Education of the City of New York

Pattern 2. "The party is on Tuesday."

The following questions will elicit the above sentence pattern:

1. When is banking? Banking is on Wednesday.
2. When is the puppet show? The puppet show is on Friday.
3. When is the trip? The trip is on Monday.
4. When is the assembly? The assembly is on Tuesday.
5. When is the cake sale? The cake sale is on Thursday.

Pattern 3. "John will have a party."

Pattern 3 will be elicited in response to the following questions:

1. What will Uncle Pedro have? Uncle Pedro will have a Party.
2. What will Jose have? Jose will have a party.
3. What will you (any pupil) have at a party? I will have ice-cream at a party. I will have candy at a party. Etc.

Pattern 4. The possessive construction.

1. This is Juan Bobo's house.

Note: It is suggested that the teacher begin with the English

(and Spanish) construction: This is the house of Uncle Pedro.

She may then ask,

"What is another way of saying 'This is the house of Uncle Pedro?'"

Answer: This is Uncle Pedro's house.

The teacher can then point to the appropriate illustration in "Juan Bobo" and elicit: This is Juan Bobo's house.

2. This is Juan Bobo's shirt.
3. This is Juan Bobo's bed.
4. This is Juan Bobo's mother. Etc.

Note: The teacher can also use flash cards provided in the KIT for teaching the possessive. The teacher will use the following cards: THIS IS - PROPER NAME - APOSTROPHE NOUN.

Substitution for cards 2 and 3 will be made by the teachers and by the pupils.

Pattern 5. "Juan Bobo does not cry."

The following questions will elicit the desired language pattern from the pupils.

1. Does the baby swim?

The baby does not swim.

2. Does the crocodile fly? The crocodile does not fly.

3. Does Jose fly? Jose does not fly.

4. Does Maria fish? Maria does not fish.

5. Does _____ eat in school? _____ does not eat in school.

3. BIBLIOGRAPHY

Books that may be used at teacher's discretion for reinforcement of phonics:

1. Phonics We Use B - Lyons & Carnahan

- a. Initial consonant h - pp. 16, 17
- b. Final consonant m - p. 35
- c. Finals -
 - soft s - p. 33
 - adding s - pp. 36, 37, 38

2. Phonovisual Consonant Workbook - Phonovisual Product

(See, Hear, Say, Do)

- 1. Initial h - pp. 34, 35
- 2. Initial v - pp. 50, 51
- 3. Voiced initial th - pp. 52, 53

3. Phonics Books - Continental Press
Elizabethtown, New Jersey

Extended Activity

Along with "Children Having a Party" children can write invitations.

Books:

Enjoying English - Grade 2 - Wolfe (Workbook edition)

- a. Writing the Days - p. 34
- b. Writing the Date - p. 35
- 3. Writing a Letter - p. 36
- 4. Writing an Address - p. 37

SECTION THREE: EXTENDED ACTIVITIES

1. Children Act Out "Juan Bobo".

Aim: To reinforce idea of story sequence and to give practice in oral language skills.

1. The teacher divides group into committees of four to six children. Each group will act out one of the story versions. She emphasized that these are to be short, spontaneous presentations, in which the children re-enact the story in their own words without depending on the language in the book. The children are given five to ten minutes in which to set their situations and choose characters.
2. These playlets should be done very informally. The short playlet is then presented to the rest of the class. The value is not primarily in the finished product, but in the process of group interaction. Thus, the children may meet briefly to organize their thoughts during snack time and present their plays at the end of the day. No more than two playlets should be attempted in any one day.
3. In some cases, the teacher may ask the children to tell the story in pantomime. Or she may combine this lesson with an arts lesson by having the children make hand puppets of the characters and present the story in short puppet plays. She may use this lesson to teach conversational skills, by having the children concentrate on re-enacting the party scenes. Children should have a chance at the end of the presentation to discuss what they have seen; emphasis on story sequence and appropriateness of language used.

2. Children Give A Party

Aim: Develop conversational skills

Develop writing skills

Discussion

Teacher opens "Juan Bobo" to pages that show party invitations. She asks children if they would like to give a party and on what occasions do we give parties? (Teacher picks appropriate occasion -- either coming holiday or child's birthday or perhaps class will have party for another class in school.) Teacher begins to develop chart for party. Title: "We Give A Party". 1st line might be "It is a birthday party" (or a class party or holiday or whatever).

Our Party Plan

Children discuss with teacher what they will need for party: food, games and activities (might want to put on one of their plays for another class) time of party, place, decorations, children form committees to be responsible for each of these areas.

Clean-Up Committee

Food: buying, preparing, serving, cleaning up.

Entertainment: preparing plays, devising games, choosing music for dancing, etc.

Decorations: Buying or making, putting up and clean-up.

Invitations: Writing party invitations.

As the children prepare for their party, the teacher will want to stress appropriate conversational forms by asking such questions as : "What do we say when we want to buy something at the grocery store?" "What do we say when we want someone to come to our party, what do we say when we are introducing someone to our friend," etc. She will also want to stress math skill involved in buying decorations and food for

VOCABULARY LIST FOR JEAN BOBO

All of these words, except some proper nouns * occur in the first three five-hundred word categories in A Reading Vocabulary for the Primary Grades, Revised and Expanded, by Arthur I. Gates.

FREQUENCY

<u>A</u>	<u>E</u>	<u>I</u>
all - 1	every - 2	is - 3
are - 1	*enough - 1	in - 1
and - 7		ice - 6
a - 4	<u>E</u>	*(ice cream) - 3
at - 2	for - 2	it - 3
am - 1	friend - 1	I - 4
at last - 1	<u>G</u>	
	gives - 2	<u>J</u>
<u>B</u>	give - 1	Jean - 4
Bobo (Juan) - 10	giving - 1	Jean Bobo - 6
back - 1	go - 3	Jose - 3
	goes - 1	Jose's - 3
<u>C</u>		
come - 3	<u>H</u>	<u>K</u>
candy - 3	here - 2	know - 5
*(ice cream) - 6	his - 3	
cannot - 1	have - 6	<u>L</u>
*cake - 5	happy - 2	lives - 1
	he - 3	looks - 2
<u>D</u>	house - 1	letters - 4
day - 5	has - 3	love - 1
did - 1		likes - 1
Dear - 2		last - 2
do - 5		letter - 1

M

mailbox - 1

mother - 7

no - 1

my - 1

N

not - 5

no - 1

O

one - 1

o'clock - 1

on - 3

of - 5

opens - 1

P

please - 3

party - 5

Pedro - 9

parties - 2

Pedro's - 1

place - 1

S (cont'd)

second - 1

says - 1

T

two o'clock - 2

time

this - 2

the - 8

to - 10

two - 4

too - 3

that - 1

tall - 1

through - 2

U

whole - 9

V

very - 3

W

we - 1

will - 15

where - 2

what - 4

walks - 6

would - 1

winder - 2

Y (cont'd)

Water Street - 1

Z

your - 1

you - 1

Proper Nouns

1. Juan Bbo

2. Jose, Jose's

3. Pedro, Pedro's